

Sarasota County Schools

Bay Haven School Of Basics Plus



2017-18 Schoolwide Improvement Plan

Bay Haven School Of Basics Plus

2901 W TAMIAMI CIR, Sarasota, FL 34234

www.sarasotacountyschools.net/bayhaven

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	46%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Bay Haven School Of Basics Plus

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Bay Haven School of Basics Plus provides a highly structured environment through the collaboration of the staff, students, and parents. High expectations are maintained through written contract commitments.

b. Provide the school's vision statement.

The Bay Haven School of Basics Plus is based on the premise that all students can grow academically, physically, and emotionally in a highly structured environment.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Bay Haven is very proud of the relationships we establish between teachers, students and parents. It begins with the registration process when all families are given the Home-Language Survey. The survey informs staff which students will require screening to determine possible placement in the ESOL program. It also alerts staff of the need to send home documents in the family's native language. Many events are held throughout the year to provide opportunities for families and school staff to further develop cultural awareness and foster relationships. These events include, but are not limited to, Meet the Teacher, Parent Conferences, ESOL Family Nights, Multi-Cultural Day, Run Club, Bricks 4 Kids, Odyssey of the Mind, Chorus, Dance, Science Fair Nights, Green Team, Ballet Collaboration, Family Reading Night and Family Math Nights. In addition, students are encouraged to share about their cultural heritages, values and traditions through morning meetings, special class projects and sharing days.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Bay Haven follows district guidelines for allowing visitors on campus. Students and staff are aware that visitors must be wearing a RAPTOR badge when on campus during school hours. During the instructional day, entrance to the school is only available through the front office. Once cleared through the RAPTOP system, visitors are permitted access through a designated door via a swipe card.

The Bay Haven Pledge is posted in all classrooms and recited each morning during the news. The pledge is an agreement for all to be respectful, responsible and safe each day and provides us with a common language to be used in all campus areas. This message is also communicated with families via the student binder taken home each night. This binder shows communicates important information and student behavior.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Bay Haven has a school-wide Positive Behavior Support (PBS) plan, which sets clear expectations for all environments on campus. Positive behavior is encouraged and reinforced through various

incentives such as Manatee Moolah, Quaterly Mega Marts and High 5s, Behavior expectations are communicated through the Bay Haven daily pledge, which states "Today I will be Respectful, Responsible and Safe", and visual reminders such as the voice level reminder. Behavior infractions are handled on a case-by-case basis with a focus on reflection and learning. Instructional staff needing behavior support contact the school receptionist. The receptionist enters the data in our behavior records and contacts administration/guidance to respond. Support staff members document non-referrable on a paper that is sent home for parent information. A copy of this document is also kept for school documentation.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The students at Bay Haven receive whole class guidance lessons focusing on positive character traits. These traits are reviewed weekly on the morning news and attention is called to students demonstrating each trait. Students also receive small group or individual counseling on an as needed basis. The groups are based off needs as noticed by student behavior. Students participate in service projects sponsored by the Student Leadership Team. The projects support Families in Need, Mayors Feed the Hungry, United Way and Make a Difference day. Outside organizations, including the Child Protection Team, SPARCC, fire department, and outside agencies who provide counseling services are regular visitors on the campus. Plymouth Harbor, Sara Bay Club and the All Faith's Food Bank provide weekend groceries and classroom snacks to students in need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Student behavior and attendance is reviewed weekly at grade level collaborative meetings. The administrator assigned to these grade levels shares concerns with the School Wide Support Team (SWST). SWST moves to gather data and determine if further support is needed, and help facilitate appropriate support for the student. Communication with families is on-going. Interventions are planned to support students and families as needed. All interventions are monitored regularly and adjusted as appropriate with input from the classroom teacher and SWST team.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	10	4	8	4	6	0	0	0	0	0	0	0	36
One or more suspensions	0	1	2	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	5	1	1	1	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	5	10	12	0	0	0	0	0	0	0	27

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Grade level teams meet weekly to discuss students of concern. Administration attends these meetings monthly to assist in the support of struggling students. Grade level teams also meet with administration 4 times per year to review the grade level progress monitoring spreadsheet. Instructional strategies and interventions are implemented as needed during the Rtl process, facilitated by SWST. If further support is needed, teachers refer students to the MTSS team where specific academic and behavioral needs are addressed.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Approximately 99% of parents will attend general PTO meetings.

Approximately 94% of families will complete volunteer hours.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Parent participation is highly encouraged at Bay Haven. Parents are required to complete 10 hours of volunteer work at the school each year as well as attend 4 PTO meetings as part of the Bay Haven parent contract. The PTO and school staff have an active relationship with the community. Community partners include the Sarasota Ballet, Florida Studio Theater and USF Sarasota/Manatee. Partnerships with Westfield Siesta Key mall and Culver's return a portion of sales to the school.

This year, with the help of SAC and Literacy Committee, we will continue to host a Reading Slumber Party Celebration for our families during the holiday season. The school is also involved in several recycling programs overseen by the Green Team, which is responsible for helping to make the school campus more "green". The team consists of staff, parents, district personnel and community volunteers. A few projects they are working on include the collection of drink pouches and chip wrapper, paper recycling, old shoe recycling, Courtyard Visioning and FPL solar panel usage.

Campus beautification days are held twice annually where staff, parents, students and community volunteers (including students from Ringling College) come together to spruce up the campus. Information nights for parents and students are also held throughout the year. In addition, parents receive frequent emails and phone calls informing them of upcoming events and how they can be involved.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Erickson, Chad	Principal
Wright, Jan	Teacher, ESE
Brusoe, Erica	Assistant Principal
Nickelson, Lorientte	Teacher, K-12
Taylor, Robert	Teacher, K-12
Wedebrock, Mary	Teacher, K-12
Lyons, Sheila	Teacher, K-12
Mickley, Sarah	Teacher, K-12
Germanio, Melissa	Teacher, K-12
Stein, Alicia	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Administration (Chad Erickson, Erica Brusoe)- Clarify the purpose of the group discussion (decision making vs. advisory)

Secretary (Jan Wright)- Keep notes from meeting which are shared with entire staff

Instructional Staff (Remaining instructional staff)- Provide input during discussions, communicate information to team members, assist in decision making when needed

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Leadership team meets weekly in both an advisory and/or decision making function depending on the task at hand. The notes from these meetings are kept by the Secretary and shared with the entire staff. Meeting agendas include, but are not limited to, curriculum needs, school wide routines and procedures, upcoming events, and school/building maintenance. When applicable, supplementing funds for student support is discussed and decided upon as a team. Discussion on necessary issues may be initiated by any/all members of the Leadership Team. While we strive for a consensus vote for topics of discussion, at times voting to determine a majority is necessary.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Chad Erickson	Principal
Tracy Bakich	Teacher
Annette Humphrey	Parent
Kandace Budai	Teacher
Maria Ruiz	Parent
Felice Tannen	Teacher
Catina Wilcox	Parent
Jeff Toale	Business/Community
Aundria Castleberry	Business/Community
Dalila Lumpkin	Parent
Jaime Viera	Parent
Jan Wright	Teacher
Bev Murray	Business/Community
Laurie Hayes	Teacher
Annette T Humphrey	Business/Community
Alice Faria-Stevens	Education Support Employee
Sarah Mickley	Teacher
Andrea Justiniano	Teacher
Julie Breehne	Parent
Lena Cambis	Parent
Lydia Chapdelain	Parent
Mary Khoshi	Parent
Jarrold Malone	Parent
Patty Ordonez-Bains	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the October 1, 2017 SAC meeting, student performance data from the 2016-17 school year was be reviewed. The data indicated that effective instruction and support is taking place as student performance data indicated Bay Haven is performing above the district average. This year's focus will include Visible Learning by John Hattie and a K-5 Science initiative.

b. Development of this school improvement plan

The School Advisory Council shall:

- *Review the results of any needs assessments conducted at the school.

- *Assist in the development of the School Improvement Plan and provide recommendations on specific components of the plan, such as the goals of the school, indicators of school and student progress, strategies, and evaluation procedures to measure student performance. The school advisory council shall be the final decision-making body at the school relating to school improvement.

*Define adequate progress for each school goal and for the overall school improvement plan when defining adequate progress for school goals; negotiate the definition of adequate progress with the School Board; and notify and request assistance from the School Board when the school fails to make adequate progress on the overall plan.

*Report progress in meeting the goals of the school improvement plan.

*Prepare and distribute information to the public to report the status of implementing the school improvement plan, the performance of students and educational programs, and progress in accomplishing the school goals.

*Make recommendations on the accumulation and reporting of data that is beneficial to parents.

*Serve as a resource for the principal and advise the principal in matters pertaining to the school program.

*Provide input on the school's annual budget and the use of school improvement funds to assist in the preparation of the school budget.

*Act as a liaison between the school and the community.

c. Preparation of the school's annual budget and plan

The annual budget is reviewed and approved by SAC annually.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

SAC utilized \$2,600 to pay for four tutors for grades 3 thru 5.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Spanellis, Meredith	Teacher, K-12
Nelson, Sarah	Teacher, K-12
Macomber, Sandra	Teacher, K-12
Erickson, Chad	Principal
Kelty, Carole	Teacher, K-12
Behringer, Luke	Teacher, K-12
Hayes, Laurie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

School wide events to promote literacy include Book Fair, Sunshine State Readers Awards, Accelerated Reader program with incentives, Literacy night and Build-A-Book night. Volunteers- approved by the district VOLS-Team Up department through Sarasota County Schools- work one-on-one with struggling 1st, 2nd and 3rd grade students. Continued professional development and

discussions regarding implementation of Florida State Standards and the new reading series will continue to be a priority.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Bay Haven's master school schedule is created to allow for collaborative planning among grade level teachers. Grade level teams meet weekly to plan instruction and assessments, review standards and alignment with the district Instructional Focus Guide, and analyze academic and behavioral data.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Bay Haven welcomes students completing their educational internship through USF Sarasota/Manatee. Noted patterns and trends from administration walk-throughs are part of collaborative planning sessions, Leadership Team and staff meeting discussions regarding best practices, instructional strategies, classroom management. Frequent discussions occur regarding PRIDE evaluations to increase understanding. A SCIP mentor is assigned to all new teachers to orient them to the county and the school.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The SCIP Mentor Program provides district support and mentors for the first year for all beginning teachers. New teachers are paired with veteran staff whom meet with them weekly to complete a portfolio and offer support. Bi-monthly meetings are also held to discuss various school topics such as professional development, RTI, PRIDE evaluation system and school routines.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The district has provided an Instructional Focus Guide which establishes a scope and sequence for instruction, as well as, access to a variety of resources; this Guide is aligned with the Florida standards. They have also provided curriculum materials such as Reading Wonders and GoMath Mathematics to support the Florida Standards. Bay Haven teachers review the IFG and curriculum materials at their weekly PLC meetings to ensure that there is alignment between the standards, curriculum and instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Grade level teams discuss, review and use common assessments. They meet weekly to analyze data, plan intervention and extension activities and review overall student progress. Bay Haven also provides, via contract, an intervention teacher who works with students from each grade level on targeted reading and/or math skills. In addition, Bay Haven utilizes the SWST/CARE process as directed by the district. Additionally, each grade level meets quarterly to discuss student data with classroom teachers, school support staff, intervention teachers and the guidance counselor. This allows student progress to be viewed through multiple perspectives and determine if further assistance is needed for every child.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 21,840

We offer a variety of both academic and enrichment activities that contribute to a well-rounded education. These activities include but are not limited to: Reading and Math tutoring for grades 1-5, violin, chorus, drama, Odyssey of the Mind, bricks for kids and dance.

Strategy Rationale

We believe that when students receive extra instruction focused on the core curriculum that we will also see an increase in student achievement. Students are given various opportunities throughout the year to participate in extracurricular activities that focus on the whole child.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Erickson, Chad, chad.erickson@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Performance based tasks are presented to demonstrate the effectiveness and skill mastery level of students from each enrichment group. iReady results, standardized test scores, and classroom assessment data are utilized to determine the effectiveness of academic activities.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

School support staff completes a screening of each entering kindergarten student during the summer to determine student readiness. The school offers tours to parents and students which includes a visit to several kindergarten classrooms. A "Meet the Teacher" event is held the Friday before school begins which offers students not only a chance to meet their teacher but also an opportunity to explore their classroom. The Star Early Literacy assessment is administered during the first 30 days of school which provides detailed information in academic areas. The iReady Diagnostic is also

administered as part of this screener to determine individual student reading needs. The results allow teachers to differentiate their instruction to meet the needs of all students and increase their success in school. An assembly is also held during the first week of school to introduce staff and share school rules, policies and procedures.

Bay Haven staff collaborates with the local middle schools by participating in articulation meetings with the receiving middle school staff to ensure a smooth transition for our exiting 5th graders.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Students and families are encouraged to tour and explore middle schools in the area. School support staff work with local middle and high schools to develop relationships to facilitate smooth transitions. These relationships involve inviting area middle schools to present their area of focus, such as Booker Middle School's Visual Performing Arts program presenting to the fifth grade students in the Spring.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

By touring local middle schools, students are exposed to a variety of programs that may lead to college and career opportunities. These include, but are not limited to, experiences with robotics programs, arts education, military schools and other varied programs that may be of interest for students considering possible college and career paths.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Bay Haven's specials wheel includes both technology and science as separate classes. These classes, along with art, music and physical education, provide students with a variety of opportunities to experience skills that may lead to college or career skills. These courses discuss topics such as computer coding, conservation, and arts integration. Additionally, after school activities also provide a wide variety of experiences. These include STEM based programs, critical thinking clubs (Odyssey of the Mind) and further arts based programs.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

According to the data, an area of strength for Bay Haven is math instruction, with 78% of our intermediate students reaching proficiency. An area of focus for the 17-18 school year will be Science instruction. With 67% of our students demonstrating proficiency in this area, this will be our largest focus this school year.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

There has been a district-wide focus on both ELA and Math within the past few years. With new curriculum adoptions in both subjects and a greater focus on Professional Development to accompany these adoptions, Science received less attention at a site based level. A renewed focus on a K-5 Science program will help carry skills throughout a student's progression.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2018, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
- G2.** By the year 2018, there will be a decrease in the number of students with attendance below 90% and in the number of students with one or more suspensions.
- G3.** By the year 2018, there will be a minimum of a two percentage point increase for all students groups where 70% or more are demonstrating proficiency in reading.
- G4.** By the year 2018, there will be a minimum of a two percentage point increase for all students groups where 70% or more are demonstrating proficiency in math.
- G5.** By the year 2018, there will be a minimum of a four percentage point increase for all students groups when less than 70% are demonstrating proficiency in science.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the year 2018, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. 1a

G097385

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	24.0

Targeted Barriers to Achieving the Goal 3

- Limited support staff, limited time for intensive instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Contracted staff, Wonders Intervention materials, i-Ready, Site based tutoring program

Plan to Monitor Progress Toward G1. 8

i-Ready data, student grades, anecdotal information from provider and teacher

Person Responsible

Erica Brusoe

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

i-Ready data, student grades, anecdotal information from provider and teacher

G2. By the year 2018, there will be a decrease in the number of students with attendance below 90% and in the number of students with one or more suspensions. 1a

G097386

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	5.0
One or More Suspensions	1.0

Targeted Barriers to Achieving the Goal 3

- Limited support staff, parents being on time and enforcing attendance

Resources Available to Help Reduce or Eliminate the Barriers 2

- Counseling, Positive Behavior Support, Character Education, Review of Bay Haven contract, Suncoast Campaign for Grade Level Reading Attendance Poster Contest

Plan to Monitor Progress Toward G2. 8

Number of students receiving referrals, number of total referrals, office response system data and attendance reports

Person Responsible

Chad Erickson

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

referrals and suspensions will decrease, attendance will increase

G3. By the year 2018, there will be a minimum of a two percentage point increase for all students groups where 70% or more are demonstrating proficiency in reading. 1a

G097387

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	78.0

Targeted Barriers to Achieving the Goal 3

- Knowledge/understanding with the depth and complexity of the Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Wonders professional development, PLC discussions, Literacy Committee, Team-based Literacy Rounding
- School-based tutoring program, master scheduling of intervention block, skill specific support groups, Reading Recovery, Quarterly data meetings to collectively review student data/progress

Plan to Monitor Progress Toward G3. 8

Student Achievement and progress monitoring of all students with all teachers

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

FSA ELA Results, Quarterly data review

G4. By the year 2018, there will be a minimum of a two percentage point increase for all students groups where 70% or more are demonstrating proficiency in math. 1a

 G097388

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- knowledge/understanding with the depth and complexity of the Florida State Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Standards professional development, math nights, GoMath! curriculum series
- PLC discussions, Math Rounding sessions with district leadership

Plan to Monitor Progress Toward G4. 8

Student Achievement and progress monitoring of all students with all teachers

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

FSA Math results

G5. By the year 2018, there will be a minimum of a four percentage point increase for all students groups when less than 70% are demonstrating proficiency in science. 1a

G097389

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	69.0

Targeted Barriers to Achieving the Goal 3

- Time management, ongoing professional development, understanding of science standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Specific Science block built into each homeroom schedule daily, Science lab is part of specials schedule for all classes (visited at least once every 6 weeks for a full week), Science/STEM Fair participation with information nights, STEM help nights, PLC discussions, Science Fusion presentations at monthly staff meetings, Science vocabulary review weekly on the morning news show

Plan to Monitor Progress Toward G5. 8

data chat review, PLC discussions, feedback from staff, classroom assessment results, benchmark assessments

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Florida Statewide Science Assessment (FCAT)

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By the year 2018, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. **1**

 G097385

G1.B1 Limited support staff, limited time for intensive instruction **2**

 B261790

G1.B1.S1 Contracting with additional support personnel, site-based after school tutoring led by teachers

4

 S277247

Strategy Rationale

Utilizing a variety of instructors both during and beyond the school day allows for more schedule flexibility and a greater variety of teaching methods.

Action Step 1 **5**

Contract with additional support personnel/site based tutoring

Person Responsible

Chad Erickson

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

Time sheets provided by instructional providers, Data included in the quarterly student data discussions, i-Ready score monitoring

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Student data will be included in quarterly data chats.

Person Responsible

Erica Brusoe

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Student data can include but is not limited to i-Ready student data, student grades, anecdotal information, teacher input. This data will be shared during quarterly student data review meetings which include the classroom teacher, support staff and administration.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Input from providers will be compared to student data during quarterly chats.

Person Responsible

Erica Brusoe

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Student data (i-ready information, student grade, anecdotal data) will use to support check-ins with instructional providers. If both sets of data do not correlate, this will be discussed during check ins and the instructional provider and administration will work to problem solve.

G2. By the year 2018, there will be a decrease in the number of students with attendance below 90% and in the number of students with one or more suspensions. 1

G097386

G2.B1 Limited support staff, parents being on time and enforcing attendance 2

B261791

G2.B1.S1 Rewards and recognition are presented for positive behavior through our PBS plan; Expectations will be clearly communicated to all students and parents, as described in the Bay Haven contract, Staff will utilize MTSS to provide interventions as needed 4

S277248

Strategy Rationale

Clear communication of expectations, reinforcing positive choices and working as a team to provide interventions for families in need will address concerns from multiple perspectives

Action Step 1 5

Review school wide contract expectations with staff, students and families; Review PBS expectations with staff, Use of school wide recognition (PBS) program; Utilize MTSS to develop interventions as needed

Person Responsible

Chad Erickson

Schedule

Daily, from 8/14/2017 to 5/24/2018

Evidence of Completion

reduction in number of referrals, fewer suspensions, increased student attendance

Action Step 2 5

Reward students for making positive choices and following Bay Haven contract through Manatee Moolah (daily), Manatee Mega Mart (Quarterly) and High 5s (Biweekly)

Person Responsible

Erica Brusoe

Schedule

Daily, from 8/28/2017 to 5/24/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

School wide discipline and attendance data will be reviewed and analyzed during quarterly data meetings

Person Responsible

Chad Erickson

Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Discipline data, office response system, ESD attendance reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Staff feedback and continuous analysis of data to determine school wide implementation

Person Responsible

Chad Erickson


Schedule

Quarterly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Discipline data, office response system, ESD attendance report, contract violation forms

G3. By the year 2018, there will be a minimum of a two percentage point increase for all students groups where 70% or more are demonstrating proficiency in reading. 1

 G097387

G3.B1 Knowledge/understanding with the depth and complexity of the Florida Standards 2

 B261792

G3.B1.S1 Ongoing training on the new Florida Standards with support in using the Reading Wonders series will be available. Teachers will differentiate instruction and provide access to higher text complexity selections. Discussions at PLC will focus on IFG alignment, assessments and lesson planning. Grade level teams will have the option to complete a literacy based rounding activity to observe and discuss effective literacy practices 4

 S277249

Strategy Rationale

With training/PD available at both the district and site-based level, teachers will have multiple opportunities to further their literacy knowledge base by choosing support that meets their needs/schedule.

Action Step 1 5

1. Quarterly data review meetings will allow the administrative team to review i-Ready reports, benchmark assessment results and progress monitoring data to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs to ensure effective strategies are being utilized. 3. Monitor implementation of the Florida Standards and new reading series during observations and class walk-throughs.

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

1. iReady data, benchmark assessment results, common class assessment results and progress monitoring data 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

observation of differentiated instruction, interventions and best practices

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Teacher lesson plans, grade level PLC notes, classroom observation notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student achievement results and teacher feedback

Person Responsible

Chad Erickson


Schedule

Monthly, from 8/14/2017 to 5/24/2018


Evidence of Completion

data chat reviews, student achievement results, walk through feedback form

G4. By the year 2018, there will be a minimum of a two percentage point increase for all students groups where 70% or more are demonstrating proficiency in math. 1

 G097388

G4.B1 knowledge/understanding with the depth and complexity of the Florida State Standards 2

 B261794

G4.B1.S1 Ongoing training on the new Florida Standards and support in using the GoMath series. Discussions at PLC will focus IFG alignment, assessments and lesson planning. Math rounding training with Sue D'Angelo and Alicia Charbenneau will provide additional support with effective instructional practices. 4

 S277250

Strategy Rationale

Training and PD at both the district and site level will provide a variety of training to learn about effective strategies and see them in action.

Action Step 1 5

1. Review iReady data, benchmark assessment results and progress monitoring data to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of the Florida Standards and use of GoMath materials during observations and class walk-throughs. 4. Math rounding training with Sue D'Angelo and Alicia Charbenneau

Person Responsible

Erica Brusoe

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

1. iReady data, benchmark assessment results, common class assessment results and progress monitoring spreadsheets 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

observation of differentiated instruction, interventions and best practices

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

data collection, PLC discussions, lesson plans, classroom walk throughs

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Student achievement results and teacher feedback

Person Responsible

Erica Brusoe

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Quarterly data chat reviews, student achievement results

G5. By the year 2018, there will be a minimum of a four percentage point increase for all students groups when less than 70% are demonstrating proficiency in science. 1

G097389

G5.B1 Time management, ongoing professional development, understanding of science standards 2

B261796

G5.B1.S1 A Science block is built into each homeroom daily schedule, all classrooms visit the science lab quarterly for a full week, Science presentations made to staff and students via the morning news and monthly staff meeting. STEM nights will support student Science work at home. 4

S277251

Strategy Rationale

Science instruction provided in multiple formats will meet the needs of more learners. Science refreshers at monthly staff meetings will shine light on new/renewed resources, as well as review the need for K-5 progression. Site based STEM nights will provide support to students/families.

Action Step 1 5

Science presentations made to staff

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

training documentation, PLC notes, school events

Action Step 2 5

Science Vocabulary review presented on the morning news show

Person Responsible

Rolf Hanson

Schedule

Weekly, from 9/26/2017 to 5/24/2018

Evidence of Completion

Student knowledge assessed during specials rotation visit

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

classroom walk-through and observation data regarding integration of science across the content areas, PLC discussions, participation in science events, professional development

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Student achievement data, training logs, PLC notes

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

classroom observations, PLC discussions/notes

Person Responsible

Chad Erickson

Schedule

Monthly, from 8/14/2017 to 5/24/2018








Evidence of Completion

Student achievement data, lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M402458	i-Ready data, student grades, anecdotal information from provider and teacher	Brusoe, Erica	8/14/2017	i-Ready data, student grades, anecdotal information from provider and teacher	5/24/2018 quarterly
G2.MA1 M402461	Number of students receiving referrals, number of total referrals, office response system data and...	Erickson, Chad	8/14/2017	referrals and suspensions will decrease, attendance will increase	5/24/2018 quarterly
G3.MA1 M402464	Student Achievement and progress monitoring of all students with all teachers	Erickson, Chad	8/14/2017	FSA ELA Results, Quarterly data review	5/24/2018 monthly
G4.MA1 M402467	Student Achievement and progress monitoring of all students with all teachers	Erickson, Chad	8/14/2017	FSA Math results	5/24/2018 monthly
G5.MA1 M402470	data chat review, PLC discussions, feedback from staff, classroom assessment results, benchmark...	Erickson, Chad	8/14/2017	Florida Statewide Science Assessment (FCAT)	5/24/2018 monthly
G1.B1.S1.MA1 M402456	Input from providers will be compared to student data during quarterly chats.	Brusoe, Erica	8/14/2017	Student data (i-ready information, student grade, anecdotal data) will use to support check-ins with instructional providers. If both sets of data do not correlate, this will be discussed during check ins and the instructional provider and administration will work to problem solve.	5/24/2018 quarterly
G1.B1.S1.MA1 M402457	Student data will be included in quarterly data chats.	Brusoe, Erica	8/14/2017	Student data can include but is not limited to i-Ready student data, student grades, anecdotal information, teacher input. This data will be shared during quarterly student data review meetings which include the classroom teacher, support staff and administration.	5/24/2018 quarterly
G1.B1.S1.A1 A373617	Contract with additional support personnel/site based tutoring	Erickson, Chad	8/14/2017	Time sheets provided by instructional providers, Data included in the quarterly student data discussions, i-Ready score monitoring	5/24/2018 daily
G2.B1.S1.MA1 M402459	Staff feedback and continuous analysis of data to determine school wide implementation	Erickson, Chad	8/14/2017	Discipline data, office response system, ESD attendance report, contract violation forms	5/24/2018 quarterly
G2.B1.S1.MA1 M402460	School wide discipline and attendance data will be reviewed and analyzed during quarterly data...	Erickson, Chad	8/14/2017	Discipline data, office response system, ESD attendance reports	5/24/2018 quarterly
G2.B1.S1.A1 A373618	Review school wide contract expectations with staff, students and families; Review PBS expectations...	Erickson, Chad	8/14/2017	reduction in number of referrals, fewer suspensions, increased student attendance	5/24/2018 daily
G2.B1.S1.A2 A373619	Reward students for making positive choices and following Bay Haven contract through Manatee Moolah...	Brusoe, Erica	8/28/2017		5/24/2018 daily
G3.B1.S1.MA1 M402462	Student achievement results and teacher feedback	Erickson, Chad	8/14/2017	data chat reviews, student achievement results, walk through feedback form	5/24/2018 monthly
G3.B1.S1.MA1 M402463	observation of differentiated instruction, interventions and best practices	Erickson, Chad	8/14/2017	Teacher lesson plans, grade level PLC notes, classroom observation notes	5/24/2018 monthly
G3.B1.S1.A1 A373620	1. Quarterly data review meetings will allow the administrative team to review i-Ready reports,...	Erickson, Chad	8/14/2017	1. iReady data, benchmark assessment results, common class assessment results and progress monitoring data 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data	5/24/2018 monthly

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Bay Haven School Of Basics Plus

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1  M402465	Student achievement results and teacher feedback	Brusoe, Erica	8/14/2017	Quarterly data chat reviews, student achievement results	5/24/2018 monthly
G4.B1.S1.MA1  M402466	observation of differentiated instruction, interventions and best practices	Erickson, Chad	8/14/2017	data collection, PLC discussions, lesson plans, classroom walk throughs	5/24/2018 monthly
G4.B1.S1.A1  A373621	1. Review iReady data, benchmark assessment results and progress monitoring data to ensure teachers...	Brusoe, Erica	8/14/2017	1. iReady data, benchmark assessment results, common class assessment results and progress monitoring spreadsheets 2. focused observations and class walk-throughs 3. PLC and SWST notes 4. Student achievement data	5/24/2018 monthly
G5.B1.S1.MA1  M402468	classroom observations, PLC discussions/notes	Erickson, Chad	8/14/2017	Student achievement data, lesson plans	5/24/2018 monthly
G5.B1.S1.MA1  M402469	classroom walk-through and observation data regarding integration of science across the content...	Erickson, Chad	8/14/2017	Student achievement data, training logs, PLC notes	5/24/2018 monthly
G5.B1.S1.A1  A373622	Science presentations made to staff	Erickson, Chad	8/14/2017	training documentation, PLC notes, school events	5/24/2018 monthly
G5.B1.S1.A2  A373623	Science Vocabulary review presented on the morning news show	Hanson, Rolf	9/26/2017	Student knowledge assessed during specials rotation visit	5/24/2018 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G3. By the year 2018, there will be a minimum of a two percentage point increase for all students groups where 70% or more are demonstrating proficiency in reading.

G3.B1 Knowledge/understanding with the depth and complexity of the Florida Standards

G3.B1.S1 Ongoing training on the new Florida Standards with support in using the Reading Wonders series will be available. Teachers will differentiate instruction and provide access to higher text complexity selections. Discussions at PLC will focus on IFG alignment, assessments and lesson planning. Grade level teams will have the option to complete a literacy based rounding activity to observe and discuss effective literacy practices

PD Opportunity 1

1. Quarterly data review meetings will allow the administrative team to review i-Ready reports, benchmark assessment results and progress monitoring data to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs to ensure effective strategies are being utilized. 3. Monitor implementation of the Florida Standards and new reading series during observations and class walk-throughs.

Facilitator

Administration, district personnel

Participants

classroom teachers

Schedule

Monthly, from 8/14/2017 to 5/24/2018

G4. By the year 2018, there will be a minimum of a two percentage point increase for all students groups where 70% or more are demonstrating proficiency in math.

G4.B1 knowledge/understanding with the depth and complexity of the Florida State Standards

G4.B1.S1 Ongoing training on the new Florida Standards and support in using the GoMath series. Discussions at PLC will focus IFG alignment, assessments and lesson planning. Math rounding training with Sue D'Angelo and Alicia Charbenneau will provide additional support with effective instructional practices.

PD Opportunity 1

1. Review iReady data, benchmark assessment results and progress monitoring data to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of the Florida Standards and use of GoMath materials during observations and class walk-throughs. 4. Math rounding training with Sue D'Angelo and Alicia Charbenneau

Facilitator

Administration, district personnel

Participants

classroom teachers

Schedule

Monthly, from 8/14/2017 to 5/24/2018

G5. By the year 2018, there will be a minimum of a four percentage point increase for all students groups when less than 70% are demonstrating proficiency in science.

G5.B1 Time management, ongoing professional development, understanding of science standards

G5.B1.S1 A Science block is built into each homeroom daily schedule, all classrooms visit the science lab quarterly for a full week, Science presentations made to staff and students via the morning news and monthly staff meeting. STEM nights will support student Science work at home.

PD Opportunity 1

Science presentations made to staff

Facilitator

Administration, district personnel

Participants

classroom teachers

Schedule

Monthly, from 8/14/2017 to 5/24/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Contract with additional support personnel/site based tutoring				\$16,813.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	160-Other Support Personnel	0071 - Bay Haven School Of Basics Plus	Other	60.0	\$16,813.00
2	G2.B1.S1.A1	Review school wide contract expectations with staff, students and families; Review PBS expectations with staff, Use of school wide recognition (PBS) program; Utilize MTSS to develop interventions as needed				\$0.00
3	G2.B1.S1.A2	Reward students for making positive choices and following Bay Haven contract through Manatee Moolah (daily), Manatee Mega Mart (Quarterly) and High 5s (Biweekly)				\$3,920.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0071 - Bay Haven School Of Basics Plus	General Fund	614.0	\$3,920.00
			Notes: 1370 (Childcare funds) were also used as a funding source			
4	G3.B1.S1.A1	1. Quarterly data review meetings will allow the administrative team to review i-Ready reports, benchmark assessment results and progress monitoring data to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs to ensure effective strategies are being utilized. 3. Monitor implementation of the Florida Standards and new reading series during observations and class walk-throughs.				\$0.00
5	G4.B1.S1.A1	1. Review iReady data, benchmark assessment results and progress monitoring data to ensure teachers are assessing students, using results to modify groups and instruction, and following the created assessment schedule. 2. Lesson plans will be reviewed during class walk-throughs. 3. Monitor implementation of the Florida Standards and use of GoMath materials during observations and class walk-throughs. 4. Math rounding training with Sue D'Angelo and Alicia Charbenneau				\$3,960.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0071 - Bay Haven School Of Basics Plus	Other	33.0	\$3,960.00
			Notes: District Funded through Community Grant			
6	G5.B1.S1.A1	Science presentations made to staff				\$0.00
7	G5.B1.S1.A2	Science Vocabulary review presented on the morning news show				\$0.00
Total:						\$24,693.00